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AUTHOR Dittenhafer, Clarence A.; Lewis, James P.
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ABSTRACT

Experience with five pilot career resource centers (CRC) in Pennsylvania has provided the basis for these general guidelines for the successful installation and operation of a CRC. The purpose of a CRC (to provide career information to students, faculty, parents, and the community) is reflected in its objectives, which must reflect the concerns of its particular clientele. General objectives are outlined and the terms career development, career information, and career counseling are defined. General procedures, to be adapted to local needs, include surveying the clientele, collecting informational resources, establishing an advisory committee, integrating career information into the instructional program, and publicity. Administrative concerns include investigating funding, planning for and hiring personnel, including volunteers, planning facilities, and obtaining materials and equipment. An evaluation plan must be developed to determine the effectiveness of the CRC. Appended materials include a use inventory; lists of recommended standard reference works, sources of occupational information, audio-visual resources, and equipment (including vendor and description); a career unit outline; promotional materials from four CRC's; a budget outline; suggested room layouts for a CRC; an address list of materials and equipment suppliers; and several questionnaires, inventories and rating forms. (SA)

GUIDELINES FOR ESTABLISHING CAREER RESOURCE CENTERS



U.S. DEPARTMENT OF HEALTH,
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**PENNSYLVANIA RESEARCH COORDINATING
UNIT FOR VOCATIONAL EDUCATION**

**GUIDELINES FOR ESTABLISHING
CAREER RESOURCE CENTERS**

**Clarence A. Dittenhafer
Research Associate
and
James P. Lewis
Research Assistant**

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**Pennsylvania Department of Education
Research Coordinating Unit
Box 911
Harrisburg, Pennsylvania 17126**

TABLE OF CONTENTS

	Page
INTRODUCTION	v
PURPOSE	1
OBJECTIVES	1
DEFINITION	1
PROCEDURE	2
Surveys	2
Informational Resources	2
Establishing a CRC Advisory Committee	3
Faculty Integration of Career Information	4
Publicity	4
ADMINISTRATION	4
Funding	4
Personnel	4
Volunteers	6
Facilities	6
Materials and Equipment	7
EVALUATION	7
APPENDIX A	11
Career Resource Center Student Use Inventory	13
Career Information Questionnaire	13
Career Consultant Survey	14
APPENDIX B	15
Standard References	17
APPENDIX C	23
Specific Occupational Sources	25
APPENDIX D	27
Audio-Visual References	29
APPENDIX E	33
Career Unit Outline	35
APPENDIX F	39
NH High Focusing on Careers	41
Your Schools: New Career Center Gives Up-To-Date Life-Work Data	42
CRC Brochure: York County Vocational-Technical School	43
CRC Brochure: State College Area High School	45
APPENDIX G	47
Budget	49

APPENDIX H	51
Layout: Johnstown AVTS Career Resource Center 1973	53
Layout: York AVTS Career Resource Center 1973	54
Photographs of CRC at York AVTS	55
APPENDIX I	57
Vendors for Career Materials and Equipment	59
APPENDIX J	63
Equipment	65
Materials	65
APPENDIX K	69
Pennsylvania Occupational Questionnaire (POQ)	71
Vocational Development Inventory (VDI)	71
Think About the Career Resource Center	71
Think About the Guidance Program	72
Career Resource Center Evaluation Form	72
CRC Equipment and Materials Rating Form	72

INTRODUCTION

Students must make choices, decisions and life plans in many stages from kindergarten through grade 12. Decisions made in the process of career development are based upon available information about employment opportunities, self-knowledge, parental influence and school experiences. Since persistent changes in technology and society are rapidly modifying career opportunities, career planning is becoming an increasingly complex process for students contemplating entry into the working world. Many students, if unaided, cannot be expected to acquire an accurate understanding of the complexities of occupational life.

Schools provide the instructional function of directing a pupil's attention to subject matter outside himself. Guidance and counseling services help each child progress through developmental stages with recognition of unique individual patterns. Included in the service is the provision of information for self-evaluation with reference to educational and vocational opportunities accessible to students. Establishing a career resource center in the local educational agency will provide relevant informational inputs into students' career decisions.

The guidelines published herein suggest the procedural steps necessary for the successful establishment of a CRC in a local educational agency. The guidelines are an outgrowth of experiences gleaned from the establishment and evaluation of five pilot centers in Pennsylvania. Operational for three years, the centers were developed with funds provided through the Research Coordinating Unit under Section 142(d) of Part D of P.L. 90-576 (Vocational Education Amendments of 1968).

The input information for the guidelines are derived from two primary sources: (1) the CRC evaluation conducted by the Pennsylvania Department of Education and (2) the directors of the five operational CRCs at the following locations:

Greater Johnstown AVTS
445 Schoolhouse Road
Johnstown, PA 15904

State College Area School District
131 West Nittany Avenue
State College, PA 16801

North Hills School District
4900 Perry Highway
Pittsburgh, PA 15229

York County AVTS
2179 South Queen Street
York, PA 17402

Springfield School District
111 West Leamy Avenue
Springfield, PA 19064

The guidelines should be considered as providing valid general information for the successful installation and operation of a CRC. Revisions in various sections of the guidelines may be necessary because of local conditions and the clientele being served.

PURPOSE

The purpose of a career resource center is to provide career information to students, faculty, parents and others. The information must be current, accurate and readily understood by the consumer. Further, the CRC has the responsibility for determining the informational needs of its clientele and providing career materials to meet the needs.

OBJECTIVES

Each CRC must formulate specific objectives reflecting the concerns of the center's prospective clientele. However, the following general objectives are inherent in any center's operation:

1. To collect, evaluate and disseminate accurate and relevant career information.
2. To provide assistance to the center's clientele in locating, evaluating and using career information.
3. To help students integrate self-knowledge with relevant career information by providing counseling services.
4. To assist the faculty in integrating information into their instructional activities to support the student's career development.
5. To assist parents in becoming active, concerned and understanding participants in the career development of their children.
6. To utilize community resources in fostering a better understanding of the relationship of education to work.

DEFINITIONS

1. Career Development: Those aspects of the continuous unbroken flow of a person's experiences necessary to develop an occupational identity.
2. Career Information: Includes current, accurate and relevant resources related to the world of work. The term "career information" is used in lieu of the more frequently encountered "occupational information" to emphasize the fact that data concerning training and educational programs leading to specific careers is an integral part of the field.
3. Career Guidance and Counseling: The process of assisting the individual to understand accurately both himself and the world of work--in particular, the specific educational and vocational requirements of careers in which he may be interested and for which he may be qualified. Finally, help is given at the point of entrance into further training or actual placement in the career field most appropriate for him. This dynamic and ongoing process of vocational guidance and counseling is based on the assumption that an individual actually reaches his ultimate career choice through a series of experiences and resultant decisions over a period of years.

PROCEDURES

In order to accomplish the previously stated objectives, the CRC staff will need to develop and/or coordinate numerous activities. The specific procedures in each CRC will be formulated around the educational setting housing the center. For example, the activities of a CRC in a junior high will differ from those in a senior high school. Recognizing that differences do exist, the intent of the following suggestions is to provide general guidelines for formulating specific programs.

Surveys

The success of any CRC will be determined by the center's capacity to service its clientele's informational needs. Thus, an inherent first step in establishing a CRC must be an informational needs assessment of the various audiences to be served by the center. The following groups are basic to a CRC's needs assessment. (Appendix A)

Students. The prime responsibility of the CRC is to meet the career information needs of the students. In many cases the needs must be determined through objective surveys of the student body or sample thereof. The surveys may take the form of short questionnaires, standardized career interest surveys and/or student interviews.

Faculty. In surveying the faculty, one attempts to ascertain the availability and utilization of career information in the instructional program. The survey results serve as input to develop viable techniques for integrating career information into the instructional program.

Community. While the CRC primarily services students' needs, it cannot neglect the career information requirements of the community. Community surveys can serve a twofold function. First, the CRC personnel learn how to meet the informational needs of the community. Secondly, important resources can be identified for future use on career days or special presentations.

Informational Resources

The informational needs assessment should guide the CRC staff in securing the human and material resources necessary to serve the center's clientele. Each center will be somewhat unique in the resources it assembles; however, the items below seem common to all centers.

Standard References. The occupational and career information contained in a CRC should begin with a basic collection of publications. These publications are the ones most frequently utilized by guidance personnel and others who utilize career information. (Appendix B)

Specific Occupational Sources. The variety and number of resources collected and cataloged relating to specific occupations will be determined by the center's specific objectives. The materials can be organized to reflect occupational clusters, instructional offerings, occupations as listed in the Dictionary of Occupational Titles or other equally valid classification system. (Appendix C)

Audio-Visual Resources. A center should contain a collection of occupational tapes and sound filmstrips. These materials will provide supplemental information for students having reading difficulties. Audio-visuels are useful in stimulating student use of the CRC. (Appendix D)

Career Consultants. Guidance personnel have typically used consultants for career day presentations and similar activities. In the CRC the career consultant is utilized when a sufficient number of students (10 to 20) express an interest in knowing more about a specific occupation. Information provided by the career consultant can help students become more aware of occupational realities.

Since the career consultant is a realistic role model of a specific job, an identification process occurs between student and consultant. Thus, the student's encounter with a career consultant becomes meaningful only when the consultant presents his career realistically to the student. Otherwise students become easily misdirected and perhaps infatuated with a job or career.

Helping students understand that hard work and achievement are the best indicators of a good employee should be the major task of a career consultant. These are the traits that an employer evaluates continuously and uses as a basis for promotion or release. Relating the information in the form of hard facts would best be accomplished by exposing students to the consultant's personal job experiences.

Information provided by the career consultant can help students become more aware of vocational realities. The student can begin to formulate decisions based upon the information inputs from the career consultant. By integrating the career information with self-knowledge, a student is better prepared to make a valid career decision.

Establishing a CRC Advisory Committee

A first step in making the CRC relevant to the clientele is the establishment of one or more advisory committees. The number and makeup of the committee(s) will be determined by the local situation. Although the advisory committee(s) is (are) not an administrative body, it can advise the center's professional staff on various operational procedures for the CRC.

The advisory committee should include students, teachers, parents, counselors, administrators and representatives from business and industry. The following suggestions might be considered specific functions an advisory committee could perform:

- Assist in the development of the center's objectives.
- Establish liaison with business and industry.
- Make recommendations on equipment and occupational material purchases.
- Advise on the budget necessary to maintain the center.
- Assist in developing research designs for evaluating the center.
- Assist in locating funds for the center.
- Assist in promoting career education programs in the school district.

Some suggested sources for securing advisory committee members are as follows:

1. The adult advisory committee might include representatives from the following or similar groups:
 - Bureau of Employment Security
 - Manufacturers Association
 - Guidance Department
 - faculty
 - school administration
 - school librarian
 - coordinator of adult education program
 - business and industry
2. The student advisory committee should include representatives from the following:
 - Student Council
 - class officers

- student organizations
- students working in industry

Faculty Integration of Career Information

A most important function of a CRC is to act as a viable vehicle for integrating career information into an ongoing instructional program. Numerous mechanisms can be developed for obtaining faculty support of the CRC's involvement in curriculum. In-service workshops could be a first step toward gaining faculty acceptance. Suggested materials for integrating career information into an instructor's lesson plans could be another service. (See Appendix E for a sample lesson plan for integrating CRC information into the curriculum.) Faculty and administration involvement is essential to the success of any CRC.

Publicity

The CRC personnel, in addition to being knowledgeable about career information, must also conduct a public relations program. The program will provide students, faculty and the public with current and accurate descriptions of the center's activities. News releases, pamphlets, audio-visuals and community presentations are a few ways to keep people informed. (Appendix F)

ADMINISTRATION

Funding

The potential for acquiring supplemental reimbursement for a CRC should be investigated by the school administrator. In addition to federal, state and local funding, administrators may be able to arrange for other sources of revenue for various activities. Private foundations and local civic organizations may be potential sources of funds. The initial cost of establishing a CRC will depend on local conditions and the extensiveness of the center's activities. (See Appendix G for an estimated budget.)

Personnel

The ultimate success or failure of a CRC may depend upon the personnel hired to operate the center. The center's director and/or career resource specialist are usually trained professionals with backgrounds in guidance and counseling. He must be knowledgeable about changing career patterns in the local area as well as national trends. The personal resources brought to the job by the director should foster the development of cooperative relationships with administrators, faculty and students. The director must relate well to students while being treated as equal by peers.

Specific duties a CRC director should include:

- Establish a system for acquiring necessary resource information.
- Develop a workable classification and storage system so that resource information is readily accessible when needed.
- Establish and maintain a good system of communications with all members of the faculty, counseling staff, administration and advisory committee(s).
- Develop and maintain good rapport with the student body so that students feel free to take advantage of the center's services.
- Establish a system in cooperation with the administration to provide students with the necessary released time to use the center.

- Accept referrals from faculty, the administration and counseling staff, and when appropriate, keep persons making referrals informed concerning services rendered at the center.
- Establish and maintain a good working relationship with the school librarian.
- Keep career information current.
- Work closely with the industrial and distributive education coordinators in assisting students with job placement. Placement activities will necessitate involvement with cooperative work programs, work-study programs, full-time employment after graduation and part-time employment while attending school and during summer vacation.
- Visit all shops and classrooms to acquaint students and vocational instructors with services available at the CRC.
- Keep a record of all students visiting the center and the services rendered.
- Conduct follow-up surveys in order to determine the effectiveness of the center.
- Prepare a monthly report on the center's development and use.
- Report to faculty periodically (approximately two or three times per year) on activities and services available at the center.
- Prepare public relations releases for the local press.
- Become acquainted with the business/industrial community in the area.
- Be available to meet with civic, community and industrial groups in order to acquaint them with the CRC.

Supportive staff will be needed as the CRC assumes increasing numbers of responsibilities. The supportive staff might include a paraprofessional with on-the-job training in the day-to-day operation of the center. The person may be required to perform routine clerical duties and assist students with information searches.

The paraprofessional might also supervise student assistants in the CRC. Thus, the director will be released to perform other activities such as integrating career information into instructional programs, developing community resources, providing the counseling staff with expertise in career guidance activities and developing a public awareness of CRC activities.

The following suggested activities might be performed by the paraprofessional:

- Work with students, individually and collectively, in the selection and use of career information.
- Assist counselors, faculty and other significant groups in the selection and use of appropriate career information materials.
- Help establish lines of communication with persons and groups involved in the operation of the CRC.
- Correlate CRC services with other school and guidance functions.
- Help organize systematic procedures for the selection, collection, cataloging, utilization and dissemination of materials.
- Provide the necessary orientation activities to fully define the purpose of the CRC to students, faculty, parents, etc.
- Develop activities (e.g., consultant visits, field trips) for the utilization of human resources.
- Evaluate the operation of the CRC.

Volunteers

Budgetary constraints in most school districts often create problems in adequately staffing a CRC. The use of volunteers may provide an answer to the staffing problem without increasing the operational cost of the center. Volunteers can come from inside or outside the school.

Students will comprise the major portion of in-school volunteers. Students who have utilized the CRC for a year or more should be knowledgeable about its operation. They can provide valuable assistance to younger students in locating and using the resources in the center. Student volunteers can provide valuable assistance to the center's director by helping with the daily housekeeping chores in the center; e.g., filing, xeroxing.

Community residents are another potential source of volunteer workers for a center. The outside volunteer performs a dual function in the center. First, the volunteer complements the regular staff in the center. Thus, with minimal training (usually by the center's director), the community volunteer will be able to do many functions in the center. A second role for the outside volunteer is that of a liaison between the center and the community. The volunteer will provide many inputs relative to resources potentially available to the CRC.

Both student and community volunteers can be a valuable addition to any CRC; however, certain precautions must be observed:

- Volunteers must be thoroughly familiar, either through training or exposure, with the center's operation.
- Volunteer responsibilities in the center should be limited to routine tasks such as gathering, cataloging and maintaining information; referring clients to proper persons or agencies and assisting in general clerical duties.
- Outside volunteers should be sensitive to the diverse personality and cultural differences in the center's clientele.
- Volunteers should not make course or career recommendations to clientele. These judgments should be made by the students after carefully considering all informational inputs.
- Volunteers should minimize talking about themselves but rather be aware of and respond to clients' interests and needs.
- Volunteers should always provide assistance relative to alternative decisions in a positive and optimistic manner.
- Volunteers should recognize the extent of their ability to assist clients. Situations beyond their capability should be referred to staff professionals.
- Student volunteers should not be permitted to use the CRC as an escape mechanism for a previously scheduled study hall.
- Volunteers must continually update their knowledge of new materials and/or information placed in the center.
- Volunteers will enjoy their work to the extent that they have a continuing commitment to help youth through the decision-making process.

Facilities

In order for the CRC to function effectively, it is essential that adequate physical facilities be provided. The CRC should be tastefully decorated and furnished. Suitable colors, comfortable chairs and work stations, pictures, bulletin boards and the like will contribute toward a desirable psychological atmosphere. To serve the activities and store materials and equipment, the room set aside should be approximately the same size as a regular classroom.

The ideal location of the CRC would be in close proximity to the other guidance facilities of the school. The concept that the center is a part of the total guidance effort of the school is

enhanced by such a physical arrangement. (See Appendix H for sample layouts taken directly from operational CRCs in Pennsylvania.)

Materials and Equipment

After the layout and location for a center is determined, provisions should be made for the necessary career materials and equipment.

A necessary first step in initiating a CRC is to determine presently existing resources. Areas containing the materials might include the library, counseling department and faculty room. The materials uncovered must be reviewed carefully to determine current importance, accuracy and relevancy.

The quickest way to establish a library is to buy commercially-published materials. Several publishers have produced sets of occupational briefs, pamphlets and career games which cover many of the popular occupations. (See Appendix I for the major publishers of occupational information.) Free career information materials may also be acquired from a number of state, federal and private agencies.

One of the most difficult problems in starting a CRC is deciding on appropriate materials and equipment. There are many vendors with similar products. Given a budget constraint, it is impossible to purchase all of the popular career materials and equipment. The Pennsylvania RCU realized the problem and developed a list of basic equipment necessary for establishing a CRC. (Appendix J)

EVALUATION

In order to determine the effectiveness of the CRC, a clear and comprehensive evaluation plan should be developed by the center's staff and advisory committee. The techniques used in evaluating a center are determined by the objectives. Both process and product evaluation should be considered.

In developing an evaluative plan for a CRC, the following questions need to be answered about the center's functions:

- e How effective is the CRC in collecting, evaluating and utilizing career information?
- e How effective is the CRC in helping pupils locate and use career information?
- e How effective is the CRC in helping pupils to integrate self-knowledge with career information?
- e How successful was the CRC in assisting the faculty to integrate career information into the ongoing instructional program?
- e Did the CRC successfully help parents become active and concerned with the career development of their children?
- e What attitudinal changes took place in the center's clientele?
- e What is the cost/benefit ratio for operating the center?

In order to secure the answers to the above questions and others of local importance, certain instrumentation needs to be considered. If product measurement is the major goal of the evaluation, one or more of the following should be helpful:

1. Aptitude Batteries - Aptitude tests are designed to predict success in some occupational or training course. Combined with interest inventories,

achievement tests, school grades and other variables, aptitude tests will help students narrow their career decisions and plans.

- **Differential Aptitude Tests (DAT)**
Psychological Corporation
Range: Grades 8 to 12

The DAT consists of 12 tests measuring seven aptitudes: verbal reasoning, space relations, numerical aptitude, abstract reasoning, mechanical reasoning, clerical speed and accuracy, and language usage.

- **Flanagan Aptitude Classification**
Science Research Associates, Inc.
Range: Grades 9 to 12 and Adults

This test measures 19 aptitudes directly related to the following vocations: inspection, coding, memory, precision, assembly, scales, coordination, judgment and comprehension, arithmetic, patterns, components, tables, mechanics, expression, reasoning, ingenuity, vocabulary, planning and alertness. Each aptitude is keyed to specific occupations.

- **General Aptitude Test Battery (GATB)**
U.S. Employment Service
Range: Grade 12 and Above

The GATB measures dimensional space, speed, 3-D space, arithmetic reasoning, vocabulary, mark making, form matching, pegboard and finger dexterity. Each aptitude is keyed to specific occupations.

2. **Vocational Maturity and Work Values Instruments** - The CRC program may be evaluated in terms of the vocational maturity or work values of its users as determined by pre- and posttests. The following dimensions have been suggested as being components of vocational maturity:

- orientation to vocational choice
- information and planning about the preferred occupation
- consistency of vocational preference
- crystallization of traits
- wisdom of vocational preferences

The instruments below can be used to measure a student's degree of career development:

- **Vocational Development Inventory (VDI)**
CTM/McGraw-Hill
Range: Grade 7 to Adult

The VDI measures the degree of consistency of vocational choice, wisdom of vocational choice, vocational choice competencies and vocational choice attitudes.

- **Work Values Inventory (WVI)**
Houghton-Mifflin Company
Range: Grade 7 to Adult

The WVI is concerned with measuring values relating to success and satisfaction in work. The 15 values assessed are: intellectual stimulation, job achievement, way of life, economic returns, altruism, creativity, relationship with associates, job security, prestige, management of others, variety, aesthetics, independence, supervisory relations and physical surroundings.

- **Pennsylvania Occupational Questionnaire (POQ)**
Pennsylvania Department of Education
Range: Grades 3, 5, 7, 9 and 11

The POQ measures student knowledge of job activities, requirements, working conditions and job selection.

- **Cognitive Vocational Maturity Test (CVMT)**
Author: B. W. Westbrook
North Carolina State University
Range: Grade 7 and Above

The CVMT is designed to measure career knowledge in the following areas: job selection, working conditions, education required, attributes required and duties of occupations.

3. **Interest Inventories** - The major objective of interest inventories is to help students to relate their personal interests to occupational areas, clusters or to specific jobs. Interest inventories should be used in conjunction with aptitude batteries, achievement tests, school grades and other variables.

- **Gordon Occupational Check List**
Harcourt, Brace and World, Inc.
Range: Grade 9 and Above

The Gordon Occupational Check List is composed of 240 activities performed in many different kinds of jobs. The activities are organized into five general interest areas: business, outdoor, arts, technology and service.

- **Kuder Preference Record - Vocational**
Science Research Associates, Inc.
Range: Grades 6 to 12

The Kuder Preference Record - Vocational measures vocational interests in outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical.

- **Ohio Vocational Interest Survey**
Harcourt, Brace and World, Inc.
Range: Grades 8 to 12

The Ohio Vocational Interest Survey includes a student information questionnaire and an interest inventory. The inventory provides a score on 24 general work areas and shows a relative strength of interest in the job activities described.

Process measurement is important to develop ways of assessing the day-to-day operation of the CRC. Feedback questionnaires, attitude surveys and equipment evaluation forms are essential. The results of the process evaluation can be used to redefine the objectives of the CRC. (Appendix K contains a number of instruments that were used in the evaluation of the five model CRCs in Pennsylvania.)

Regardless of what kind of evaluation design or instrumentation used, certain general steps should be followed:

1. Establish a need for the evaluation.
2. Define the basic objectives and design operational questions that are both product and process based.
3. Select and/or develop instruments for both product and process data collection.
4. Select appropriate statistical procedures and design.
5. Analyze the data and report the results.
6. Make recommendations for improving the efficiency of the center's operation.

APPENDIX A

CAREER RESOURCE CENTER STUDENT USE INVENTORY

1. What grade are you in?
2. Have you visited the CRC?
3. If you have used the center, how many times have you been there?
4. Did you come in to look for specific information or just to browse?
5. Were you able to find information of interest to you?
6. Did you visit the center on your own or because it was suggested to you by a teacher or counselor?
7. Do you have any suggestions as to how the center could better serve you?

CAREER INFORMATION QUESTIONNAIRE

Name: _____

1. I am presently in the _____ grade.
2. My program of study here at York AVTS is _____.
3. The academic subject I enjoy most is _____.
4. The academic subject I like least is _____.
5. The part of my work program I like most is _____.
6. The part of my work program I like least is _____.
7. My greatest weakness is _____.
8. My greatest strength is _____.
9. In my work program I am most skillful at _____.
10. If I had an opportunity, I would like to work for _____.
11. I would like career information about _____.
12. My part-time job is _____.
13. When applying for a job I most fear _____.
14. After graduation I hope to _____.
15. After graduation my parents want me to _____.
16. I spend most of my spare time _____.
17. My hobbies are _____.
18. Do you plan to stay in the York area to work after graduation? _____
19. Concerning my career, I would like my counselor to help me _____.

CAREER CONSULTANT SURVEY

An excellent way to learn about an occupation is to talk with someone who works in that occupational field.

Listed below are some occupational fields. If you would like to meet with a person working in a particular occupational field, please complete this form and return it to the CRC.

If a sufficient number of students express interest in an occupational field, the CRC staff will arrange for a speaker to visit our school and discuss career opportunities.

Name: _____

Homeroom: _____

I am interested in meeting with a representative knowledgeable in the following occupational field(s): (Check three or less)

- ___ 1. Accounting
- ___ 2. Advertising
- ___ 3. Agricultural Engineering
- ___ 4. Agricultural Extension
- ___ 5. Agronomy
- ___ 6. Armed Forces (Specify branch) _____
- ___ 7. Architecture
- ___ 8. Art, Commercial
- ___ 9. Automotive Repair
- ___ 10. Automotive Sales
- ___ 11. Banking
- ___ 12. Barbering
- ___ 13. Biology
- ___ 14. Building Construction
- ___ 15. Chemical Engineering
- ___ 16. Civil Engineering
- ___ 17. Chemistry
- ___ 18. Computer Programming
- ___ 19. Cosmetology
- ___ 20. Dentistry
- ___ 21. Drafting
- ___ 22. Electronics
- ___ 23. Floriculture
- ___ 24. Geology
- ___ 25. Guidance Counseling
- ___ 26. Health Services
- ___ 27. Horticulture
- ___ 28. Hotel/Motel Occupations
- ___ 29. Industrial Engineering
- ___ 30. Interior Decorating
- ___ 31. Journalism
- ___ 32. Landscape Architecture
- ___ 33. Law
- ___ 34. Library Science
- ___ 35. Marketing
- ___ 36. Mechanical Engineering
- ___ 37. Medicine
- ___ 38. Nursing
- ___ 39. Optometry
- ___ 40. Physical Education
- ___ 41. Psychology
- ___ 42. Public Service
- ___ 43. Radio/TV Broadcasting
- ___ 44. Restaurant Management
- ___ 45. Social Service
- ___ 46. Teaching
- ___ 47. Theatre Arts
- ___ 48. Veterinary Medicine

APPENDIX B

STANDARD REFERENCES

Occupational Guidance

Contents: The Occupational Guidance series is designed to answer career questions for all students. The publication presents material of interest to students who plan to enter the work force after high school graduation as well as those who will enroll in colleges. There are five Occupational Guidance units available: Unit 1B, Unit 2B, Unit 3B, Unit 4A and Unit 5A. Each unit consists of eight volumes containing 20 job descriptions for a total of 160 monographs per unit. To keep up-to-date in a rapidly changing world, one unit is revised each year; obsolete titles are removed and new careers described.

Cost:	One unit	\$ 39.50
	Two units	79.00
	Three units	118.50
	Four units	158.00
	Five units	197.50

Contact: Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

American Junior Colleges, 8th Ed.

Contents: The guide lists 14,000 programs in approximately 500 curriculum areas. A valuable resource for any career center.

Cost: \$18.00

Contact: American Council on Education
1 Dupont Circle
Washington, D.C. 20036

Associated Publishers Catalog

Contents: Lists guidance materials from 1,000 different sources.

Cost: Free

Contact: Associated Publishers
Guidance Publications Center
355 State Street
Los Altos, California 94022

Barron's Guide to the Two-Year Colleges

Contents: The guide provides facts about programs, admission requirements, costs, financial aids and vocationally-centered programs in two-year colleges as well as technical and vocational institutes.

Cost: \$2.80

Contact: Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Government's Guide to Newspaper Information, 1968

Contents: Annotated bibliography of hundreds of federal and state publications selected for their value to counselors.

Cost: \$1.00

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Counselor's Information Service

Contents: A quarterly annotated bibliography of current literature on education and vocational guidance.

Cost: \$7.00

Contact: B'Nai B'Rith Vocational Service
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Cowles' Guide to Careers and Professions

Contents: A complete guide to career planning which lists more than 60 careers and professions requiring college training and includes information about salaries, opportunities for promotion, education and training requirements plus indepth descriptions of careers from accounting to veterinary medicine and a special section on planning a college schedule for the career desired.

Cost: \$3.95

Contact: Cowles Education Corporation
Look Building
488 Mission Avenue
New York, New York 10022

Directory of National Trade & Professional Associations of the United States

Contents: Names, addresses, secretaries, size, publications and annual meeting dates of more than 4,000 associations. Each is a potential source of occupational information.

Cost: \$12.50

Contact: Columbis Books
917 - 15th Street
Washington, D.C. 20005

Directory of Vocational Training Sources

Contents: The directory is intended to help guidance counselors, librarians, school officials, students and other interested persons locate sources of vocational training in the local community, the state or the United States as a whole.

Cost: \$3.75

Contact: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611 or write to your local Science Research Associates representative.

Educator's Guide to Free Guidance Materials

Contents: Classified, annotated list of films and printed materials on occupational information.

Cost: \$7.50

Contact: Educators Progress Service
Randolph, Wisconsin 53956

The Encyclopedia of Careers and Vocational Guidance, 1967

Volume I, *Planning Your Career*

Contents: Volume I discusses the important areas of work; i.e., job, families.

Volume II, *Careers and Occupations*

Contents: Volume II gives information about specific careers.

Cost: \$21.65 for both volumes

Contact: J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, Illinois 60802

Graduate and Professional School: Opportunities for Minority Students

Contents: A comprehensive guide to schools offering programs for minorities. A 240-page listing of 910 programs in 317 institutions.

Cost: Free to black or other minority student organizations, libraries, and college and graduate school counselors.

Contact: Information Services
Educational Testing Service
Princeton, New Jersey 08540

Job Guide for Young Workers, 1969-70

Contents: The publication provides up-to-date job information to assist counselors to be more effective in counseling clients.

Cost: Unavailable

Contact: U.S. Department of Labor
U.S. Government Printing Office
Washington, D.C. 20402

Lovejoy's Career and Vocational School Guide

Contents: The directory lists 3,525 schools and opportunities for training in more than 200 careers, skills and trades. Locations of special job training centers for the handicapped are also listed.

Cost: \$3.95

Contact: Simon & Schuster, Inc.
1 West 39th Street
New York, New York 10018

Manpower

Contents: Monthly magazine of the Manpower Administration of the U.S. Department of Labor. Contains excellent feature stories on occupations and news of new publications and reports.

Cost: \$7.50 per year

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

National Career Information Center

Contents: An APGA service available as of August 1972. Includes a monthly newsletter on career information and dissemination techniques as well as career trainee bibliographies.

Cost: Annual subscription - \$15.00 to APGA members, \$25.00 to others

Contact: National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Occupational Outlook Handbook

Contents: Employment information, for use in career guidance on almost all of the major occupational categories in the American economy.

Cost: \$6.25

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Occupational Outlook Quarterly

Contents: A publication on the Bureau of Labor Statistics, U.S. Department of Labor, which contains articles on manpower needs and lists counseling aids and new publications on manpower.

Cost: \$1.50 per year

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Vocational Instructional Materials Available from Federal Agencies

Contents: Listing of 1,600 training and curriculum documents produced by federal government agencies for over 400 instructional programs. Many usable in present form.

Cost: "Agriculture" 1780-0836 \$1.50
"Distributive Education" 1780-0837 1.25
"Health Occupations" 1780-0838 1.00
"Home Economics" 1780-0839 1.25
"Office Occupations" 1780-0840 1.00
"Technical Education" 1780-0841 1.25
"Trade and Industrial Occupations" 1780-0842 1.50

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Job Family Series Booklets (grades 7-14)

Contents: The Job Family Series Booklets illustrate jobs that are related through common factors: for instance, satisfying similar interests or requiring similar skills. The booklets describe a number of jobs at several educational levels and provide students with excellent resource materials.

Cost: Complete Set of 20 Booklets \$21.00
Individual Booklets 1.30

Contact: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

APPENDIX C

SPECIFIC OCCUPATIONAL SOURCES

Career Employment Guide

Contents: Directory of employers who offer summer jobs in industry, utilities, research laboratories, insurance, finance, retailing, government and elsewhere. Also lists the nature of employer's business and where to apply.

Cost: \$2.00

Contact: National Employment Services Institute
1100 Connecticut Avenue, N.W.
Washington, D.C. 20036

Career Guide for Demand Occupations

Contents: Unavailable.

Cost: Unavailable

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Career Opportunities

Contents: The publication contains a series of articles designed to help young people to a better future through self-guidance.

Cost: Free

Contact: Career Information Service
New York Life Insurance Company
Box 51
Madison Square Station
New York, New York 10010

Directory of Occupational Titles, 1965

Contents: Two volumes provide a current inventory of jobs in the American economy and give an extensive analysis and description of what each involves and the traits needed by the workers.

Cost: Volume I, *Definition of Titles* \$5.00
Volume II, *Occupational Classifications* 4.25

There have been two supplements published since 1965.

Supplement I (published in 1966) \$2.25
Supplement II (published in 1968) 1.50

Contact: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Federal Career Directory (San Francisco Region), 1966

Contents: Describes careers with the federal government for college graduates.

Cost: \$1.50

Contact: U.S. Civil Service Commission
450 Golden Gate Avenue
Box 36010
San Francisco, California 94102

Occupational Handbook of the U.S. Air Force

Contents: A manual for vocational guidance counselors containing Air Force career field briefs.

Cost: Free

Contact: Your local United States Air Force Recruiting Officer
or
Headquarters, U.S. Air Force
The Pentagon
Washington, D.C. 20330

Note: Similar manuals are available for the other Armed Services. Contact the appropriate recruiting offices for further information.

PENNScripts

Contents: PENNScripts provides current occupational information on over 200 occupations in Pennsylvania. Included are job descriptions, employment outlooks and training opportunities. Information is continually revised to reflect current labor market trends.

Cost: Free

Contact: PENNScripts Production Center
5601 Allentown Boulevard
Harrisburg, Pennsylvania 17112

APPENDIX D

AUDIO-VISUAL RESOURCES

Career Desk-Top Kit

Contents: The kit is designed to be used by counselors at their desks and by students exploring careers. The kit will supplement other occupational material in the career center.

Cost: Senior kit \$125.00
Junior kit 114.50

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Note: The above kits include a one-year subscription to Updating Guidance Service.

Semiskilled Career Kit

Contents: The kit is designed to be used with potential high school dropouts or those not planning additional formal training beyond high school. The kit contains 150 career briefs, summaries and job guides on semiskilled and unskilled jobs. Also included with the purchase of the kit is a one-year subscription to the Semiskilled Careers Service. After the first year, the kit can be kept up-to-date by the Semiskilled Careers Service (mailed three times a year) - approximately 60 items, \$12.50 per year.

Cost: \$42.00 f.o.b.

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Industrial Career Kit (skilled and technical)

Contents: The kit is designed for high school vocational education and industrial arts students. The kit contains 150 industrial, semiskilled and technical career briefs and summaries. Also included is a cross-reference to easily locate specific and related career titles.

Cost: \$42.00 (includes a one-year subscription to the Industrial Careers Service)

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Note: After the first year, the kit can be kept up-to-date by the Industrial Careers Service (mailed three times a year) - approximately 40 career titles, \$7.50 per year.

Business Careers Kit

Contents: The kit contains over 120 briefs, summaries, reprints and posters. The kit includes a one-year subscription to the company's Business Careers Service. After the first year, the kit can be kept up-to-date by the Business Careers Service (mailed three times a year) - approximately 30 titles, \$6.00 per year.

Cost: \$34.50 f.o.b.

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Health Careers Kit

Contents: The kit contains over 120 career pamphlets on skilled, semiskilled, professional and semiprofessional jobs in the health field.

Cost: \$34.50 f.o.b.

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Professional Careers Kit

Contents: Designed for college-bound high school students. The kit contains over 500 career items including a one-year subscription to an updating service mailed three times a year. After the first year, the updating service (of about 100 items) is \$18.00 per year.

Cost: \$75.00 f.o.b.

Contact: Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Job Opportunities

Contents: Job Opportunities, a program of 50 full-color film loops, is designed for noncollege-bound students. The series covers occupations taken directly from the *Occupational Outlook Handbook* published by the U.S. Department of Labor, Bureau of Labor Statistics. On-the-spot camera studies generously range from manual occupations to technical laboratory work and cover the fields of building construction, health services, sales and services, repair work, manufacturing, transportation, communications and public utilities.

Cost: \$22.00 per film loop

Contact: Encyclopaedia Britannica Education Corporation
2494 Teagarden Street
San Leandro, California 94577

Note: If 10 or more 8mm film loops are ordered, a 20 per cent discount is offered. If the order is over \$650.00, a free technicolor super 8mm projector is offered.

Super 8 Silent Film Loops

Contents: A listing of several industrial film loops of possible interest to career centers.

Cost: Prices vary according to the topic.

Contact: BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Jobs for the 1970's

Contents: The visual is a slide presentation with an accompanying text about present and future job opportunities for today's students. It is designed to be used with students, counselors, teachers, parents and other interested individuals and provides information on the kinds of jobs available, the industries in which they are found, the qualifications for them and insights into the prospective competitive situation for young people seeking to enter the jobs. The presentation consists of 40 slides and is highly recommended for purchase by career centers.

Cost: \$10.00

Contact: U.S. Department of Labor
U.S. Government Printing Office
Washington, D.C. 20402

Career Information Kit (revised grades 9-14)

Contents: The Career Information Kit contains a user's guide, index, 20 student instruction sheets and approximately 600 career information publications filed in indexed folders. The kit comes in a two-drawer, flip-top metal file on wheels that can be rolled easily from room to room. The lower drawer is free for additional materials. The user's guide contains an index to the briefs, a detailed explanation of the Career Information Kit materials and instructions for use. The index includes a complete cross-reference to Dewey Decimal classification numbers that direct the student to further exploratory subject-matter reading.

Cost: Career Information Kit (in case) \$215.00
Career Information Kit (in file cabinet) 305.00

Contact: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

College Occupational Exploration Kit

Contents: The kit is designed to provide college-age persons with a systematic and personalized approach to career exploration. It contains an occupational scanner--a special coding device designed to help the student focus on specific occupations appropriate to his educational aspirations, verbal abilities, numerical skills and special interests. Also included are 274 occupational briefs, 12 job family series booklets, 25 student guides, alphabetical list of occupational briefs and four guidance series booklets.

Cost: College Occupational Exploration Kit \$90.50
Student Guides (25 per package) 7.00
Specimen Set 2.65

Contact: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Job Experience Kit (grades 8-12)

Contents: The kit provides a collection of work-simulation experiences in 20 representative occupations. Developed by Dr. John Krumboltz, each kit is designed to give students an opportunity to successfully solve problems typical of a particular occupation. Based on positive research findings, the Krumboltz kits have been demonstrated to be highly effective in generating student interest in career exploration.

Cost: Job Experience Kit \$130.00
Complete Set of 20 Answer Sheets 10.00
Specimen Set 3.25

Contact: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Films on Manpower

Contents: A group of 32 films covering hundreds of jobs as well as techniques to be used for looking and applying for jobs, keeping it once it's found and winning advancement.

Cost: May buy or rent - rental fees range from \$7.50 to \$12.50

Contact: National Audio-Visual Center
General Services Administration
Washington, D.C. 20409

APPENDIX E

CAREER UNIT OUTLINE

Grade 9-----Subject: Civics-----Unit No. IV

I. OBJECTIVES

A. General

1. To engage each student in the process of self-assessment by helping him develop an awareness of his own interests, abilities, values and attitudes.
2. To assist each student in relating his interests, abilities, values and attitudes to possible vocational and avocational areas.
3. To develop in each student as many of the skills as he is ready for which will help him to be self-directing and autonomous in collecting information and planning for the future.
4. To help each student enhance his critical thinking ability.

B. Specific

1. Orientation to the CRC in a meaningful way which relates directly to the individual student's self-assessment and resultant need for information.
2. To prepare each student to be involved in a responsible way in his academic and vocational planning.
 - a. Identification of interests.
 - b. Awareness of values and how he expresses them.
 - c. Knowledge of his ability levels.
 - d. Awareness of his attitudes, their origin and expression.

C. Skills - Knowledge Of and Proficiency In

1. Writing for information.
2. Making use of the CRC.
3. Questioning or interviewing resource people.

D. Understanding

1. Awareness of his strength and weaknesses.
2. Knowledge of requirements for future plans.
3. Development of a plan for high school which is appropriate for future plans so he sees the relevance of one for the other and involves himself in a responsible way in choices and decision-making.

II. CONTENT

This is not an information imparting unit. Rather, each student is guided through activities designed to help him to discover things about himself and then to relate this "self-understanding" to his immediate world and to the future.

A. Analysis of Career Possibilities Today

B. Individual Occupation Interest Inventory

1. Fields of interest.

2. Types of interest.
3. Level of interest.
4. Transfer of interest scores to possible careers.
- C. Exercise to Determine Student's Values and Attitudes
- D. Exercise to Examine Student's Ability and Achievement Level
 1. Encourage self-examination.
 2. Situation evaluation by student.
- E. Developing Skills Used in Finding Careers
 1. Letter writing.
 2. Career research.
 3. Role playing (interviewing).
- F. Scheduling
 1. Introduction of program of studies.
 2. Tentative four-year plan.
 3. Scheduling for 10th grade.

III. TEACHING PROCEDURES

- A. Initiatory Activities
 1. Explanation of unit objectives.
 2. Filmstrip - "Your Career Today."
- B. Developmental Activities
 1. Interest inventories.
 - a. Testing.
 - b. Scoring.
 - c. Evaluation.
 2. Value identification.
 3. Attitude identification.
 4. Ability and achievement assessment.
 - a. Review of previous testing.
 - b. Situation evaluation.
 5. Skills.
 - a. Career research techniques.
 - b. Letter writing for career information.
 - c. Role playing.
 - d. Interviewing and questioning.
- C. Culminating Activities
 1. Filmstrip - "Choosing Your Career."

2. Reporting on information acquired through use of skills on career area of interest to student.

3. Planning future course of study.

D. Resources and Materials

1. Guidance Associates. "Choosing Your Career." New York: Guidance Associates, 1968.

2. Guidance Associates. "Preparing for the Jobs of the 70's." New York: Guidance Associates, 1968.

3. Katz, Marlin R. You: Today and Tomorrow. Princeton, New Jersey: Educational Testing Service, 1959.

4. Mountan, Norma. Address List for Career Information. North Hills, Pennsylvania: Career Resource Center, 1971.

5. Mountan, Norma. Bibliography of References and Career Information in Career Resource Center. North Hills, Pennsylvania: Career Resource Center, 1971.

6. Mountan, Norma. "Occupational Scene." North Hills, Pennsylvania: Career Resource Center, 1971.

E. Evaluation

A student questionnaire is included in the student workbook and will be collected and analyzed at the end of the unit. Teachers will be asked to evaluate the unit and counselors also will evaluate the effectiveness of the unit in helping students with a four-year plan and their scheduling for 10th grade.

APPENDIX F

NH High focusing on careers

This week has been designated as Math-Science Career Week at North Hills Senior High School.

Friday seven consultants will discuss careers related to mathematics and science with interested students like Sandee Carson and Jim Habel.

Films and a display booth feature careers in the two fields.

North Hills has a four-year academic mathematics program with a fifth year program in which linear algebra and analytical geometry are available.

Robert Waldfole is coordinator of mathematics instruction in grades in through 12.

The science department, headed by Ivor Smith, offers a four year program including two years of biology, two years of physics, one year of high school chemistry and an advanced placement chemistry course, carrying college credit.

Seventeen teachers are involved in the mathematics and science instruction in the senior high school.

Sandee, 17, lives at 218 Connie Drive, Ross. She is editor of the North Hills yearbook, "Norhian," is active in Junior Achievement and received a letter of commendation from the National Merit Scholarship Corp.

Just last week she was recognized as an Exceptionally Able Youth.

She is interested in medicine and has been accepted by the University of Michigan.

James, 17, lives at 14 Doulton Road, Ross. He is a member of the National Honor Society, Bowling and Political Science clubs.

He received a letter of commendation from the National Merit Scholarship Corp. and is active in Junior Achievement.

He plans to major in some phase of science.

Arthur J. Hartman is principal at the high school.

Earlier, News-Record incorrectly identified last week as Career Week.



James Habel

Sandee Carson

Arthur J. Hartman



YOUR SCHOOLS

VOL. 17 NO. 2 NORTH HILLS SCHOOL DISTRICT • DECEMBER, 1970

NEW CAREER CENTER GIVES UP-TO-DATE LIFE-WORK DATA



Mrs. Mountan, Senior Jeff Jahn, and Mr. Scholl, Director of Secondary Education, view a career film strip; poster in background reads: "Jobs happen—Careers Don't."

A Career Resource Center, one of only five in Pennsylvania, opened formally on October 26 in West View Jr. High for use of all North Hills District students.

The Center, designed to help young people in the increasingly complex process of career planning, is being financed from federal funds for a three-year period, according to Mr. James Higgins, Director of Pupil Services.

Two micro-viewers and printers show job descriptions and pictures, and print out the information on 8 1/2 x 11-inch sheets. Job data include traits and training required, opportunities, salary information, and where to get further details. The Center now has 250 job descriptions on key-punched data cards, called "micro-fiche."

The Center also has kits, each containing information on 150 jobs—professional, semi-professional and technical, printed on 5 x 8-inch cards.

There is a set of Vocational Guidance

Manuals covering 56 careers, a handbook of job facts, and an Encyclopedia of Careers, as well as files of current job information, filmstrips, tapes, and other books and pamphlets.

The Center will be open 8:00 a.m. to 3:30 p.m., Monday through Friday, and 7:00 to 9:00 p.m. Thursdays, so that parents as well as students may come in.

Mrs. Norma Mountan, counselor for the Center, assists students in learning about careers, and serves as a resource person to teachers and other counselors.

The Center has been established by the Vocational Guidance Section of the Pennsylvania Bureau of Pupil Personnel Services.

At the end of the three-year period, the school district may decide whether it wishes to take over the Center on a permanent basis.

Mrs. Jeri McGregor is clerk for the Center.

What is the
State College Area High School
CAREER RESOURCE CENTER?

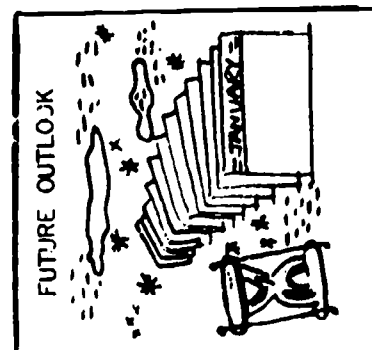
The Career Resource Center is a federally-funded project. It is one of five centers throughout the state.

The Career Resource Center collects, evaluates, and disseminates career information on a wide variety of jobs.

The Career Resource Center makes available to the students and interested persons in the community information concerning career and education decision making.

The Career Resource Center is staffed by a Career Resource Specialist who is a certified guidance counselor.

The Career Resource Center is a part of the State College Area High School Guidance Department and, as such, provides an additional resource for students and their counselors as they discuss future vocational and educational choices.



CAREER RESOURCE CENTER

STATE COLLEGE AREA HIGH SCHOOL

C R C
Room 216
State College, Pa. 16801

814-238-0611

Richard G. Swails,
Career Resource Center Specialist

Dr. Richard W. Warner, Jr.
Director of Guidance and Counseling

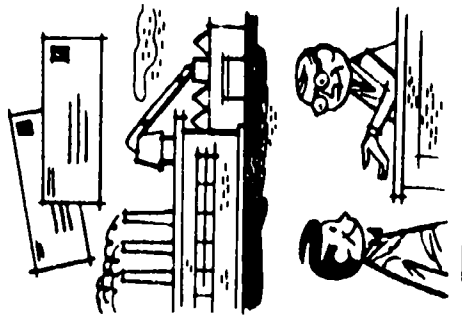
C R C

Career Resource Center - Room 216
State College Area High School

OPERATING HOURS

Open daily: Monday through Friday
8:00 a.m. - 4:00 p.m.

WHERE I CAN GET MORE INFORMATION



OPERATING METHODS

The Guidance and Counselor program in State College Area High School is designed to prepare students to make full use of the resources.

The Career Resource Center brings together many of the materials and resources relevant to intelligent decision making.

The Career Resource Center Specialist and the counselors work with each student toward self-utilization of materials, equipment, and information.

EQUIPMENT AND MATERIALS

---Printed Materials

Books
Pamphlets
Brochures
Career Kits
Article reprints
Occupational briefs
Career Encyclopedia

---Microfilm

Career information on microfilm.

Reprints are available to students from the microfilm Reader-Printer.

---Sound Film Strips

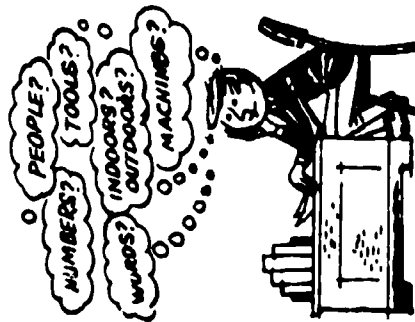
Individual study is possible with "Study Mate" viewers including cassette recordings of occupational information.

Group study is possible with sound filmstrip projectors.

---Human Resources

Counselors
Teachers
Qualified individuals from the "World of Work"

HOW I CAN MEASURE MY INTERESTS



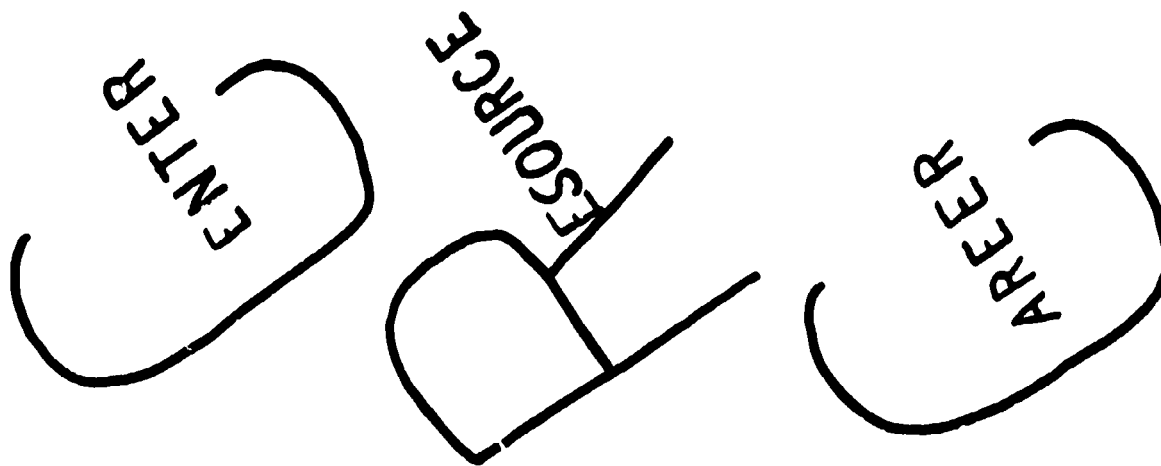
WHAT IS THE YORK COUNTY VOCATIONAL-TECHNICAL SCHOOL CAREER RESOURCE CENTER?

The Career Resource Center is a federally funded project. It is one of five centers throughout the state.

The Career Resource Center collects, evaluates, and disseminates career information on a wide variety of jobs.

The Career Resource Center makes available to not only students at the York County Vocational-Technical School but any students within the 14 sending school districts as well as interested adults information concerning career and education decision making.

The Career Resource Center is staffed by a Career Resource Specialist who is a certified guidance counselor.



CAREER RESOURCE CENTER

CRC

ROOM 226

YORK COUNTY VOCATIONAL-TECHNICAL SCHOOL

2179 SOUTH QUEEN STREET
YORK, PENNA. 17402

741-3831 Ext. 24

FLORENCE E. WELTERBIDLE
Career Resources Center Specialist

THEODORE SHECLART
Director of Guidance



OPERATING HOURS

Open daily: 8:00 A.M.—4:00 P.M.
Monday through Friday

WHERE I CAN GET
MORE INFORMATION

INDUSTRIAL - VOCATIONAL
EDUCATIONAL - TECHNICAL

EQUIPMENT AND MATERIALS

Printed Materials

- Books
- Pamphlets
- Brochures
- Occupational Briefs
- Career Encyclopedias
- Opportunity Encyclopedias
- College Catalogues (2 & 4 Year)

Microfiche

Career information on Microfiche cards
Reprints of Microfiche available to students from Reader-Printer

Sound Filmstrips and Interview Tapes

Individual listening is available by
"Study Mate" viewers and cassette recordings of occupational information.
Group listening is available with
"Wallensak"

Human Resources

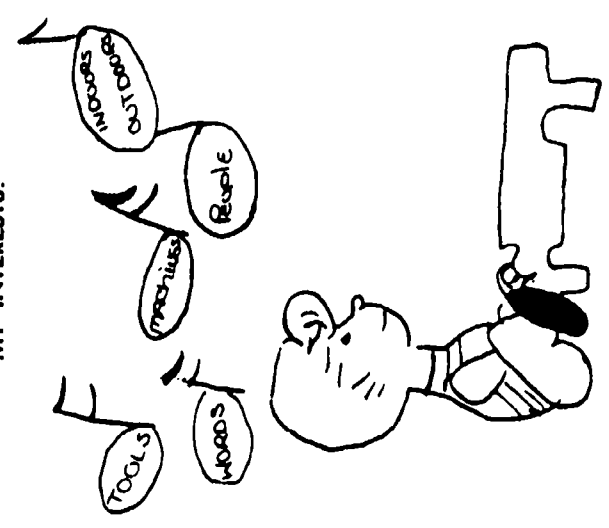
- Counselors
- Teachers
- Qualified individuals from the World of Work

OPERATING METHODS

Guidance for each student will be implemented as a total school function and not just a function of the Guidance Department. The guidance personnel, together with the other school personnel, will work toward total guidance by training and preparing students to make full use of their personal abilities and the educational resources available to them as they plan their future.

The Career Resource Specialist along with the counselors and teachers help the students work toward utilization of materials to best help him propel toward his future goals.

HOW CAN I MEASURE MY INTERESTS?



APPENDIX G

BUDGET*

Personnel

1 CRC Director	\$10,500.00
1 Paraprofessional @ \$18 per day for 180 days	3,240.00
1 Consultant @ \$100 per day for 2 days	200.00

Benefits

15 per cent of the salaries for the CRC Director and the Paraprofessional <u>only</u> . . .	2,061.00
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Travel

1,500 miles @ 10¢ per mile	150.00
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Office Supplies

Paper, pencils, etc. @ \$10 per month for 12 months	120.00
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Communications

Telephone @ \$6 per month for 12 months	72.00
Postage @ \$8 per month for 12 months	96.00

<u>Equipment</u>	1,764.50
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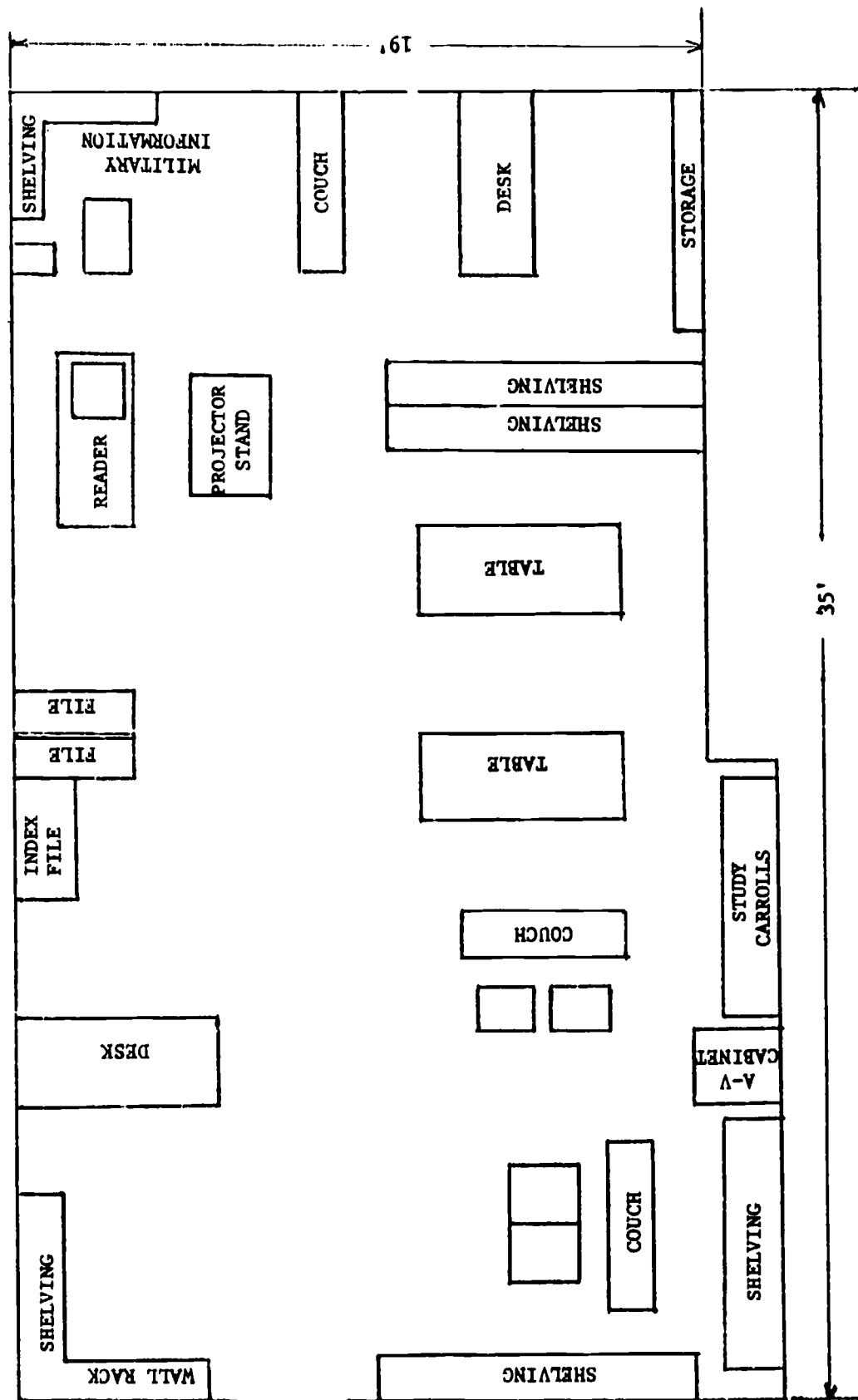
<u>Materials</u>	<u>3,710.83</u>
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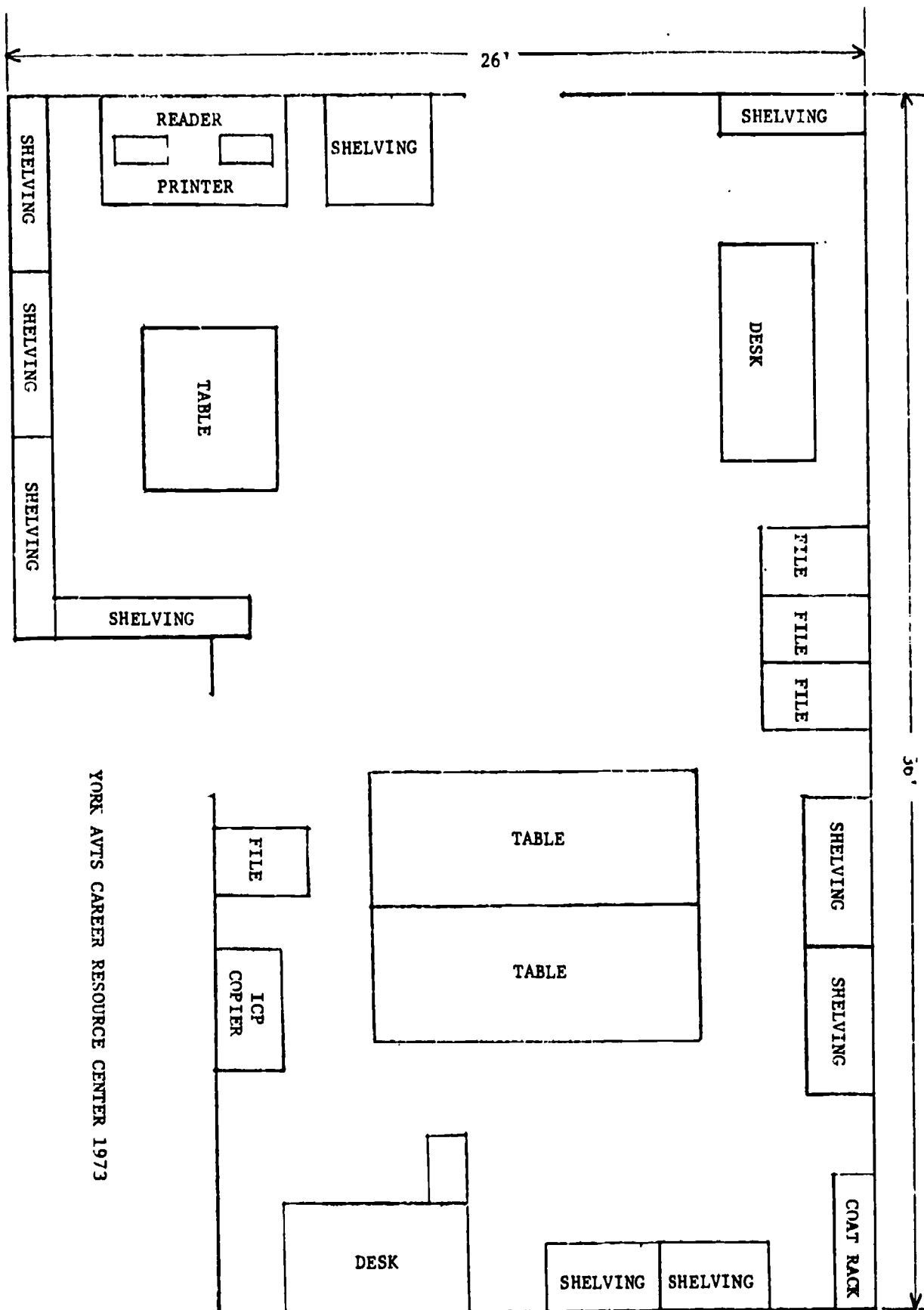
GRAND TOTAL \$21,914.33

*These are only suggested budgetary figures and are subject to local variations.

APPENDIX H

JOHNSTOWN AVTS CAREER RESOURCE CENTER 1973





YORK AVTS CAREER RESOURCE CENTER 1973

PAGE 55 OF THIS DOCUMENT WAS
REMOVED PRIOR TO ITS BEING SUBMITTED
TO THE ERIC DOCUMENT REPRODUCTION
SERVICE. IT WAS A PHOTOGRAPH WHICH
WOULD NOT REPRODUCE IN MICROFICHE.

APPENDIX I

VENDORS FOR CAREER MATERIALS AND EQUIPMENT

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02110

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

American Radio Relay League, Inc.
Department #PS-71
Newington, Connecticut 06111

American Red Cross
Local Red Cross Chapter

Arco-Rosen Publishing Company
219 Park Avenue South
New York, New York 10003

Argus
Distributors- Churchill-Wexler
Film Prod.
801 North Seward Street
Los Angeles, California 90000

Associated Publishers
Guidance Publications Center
Los Altos, California 94022

Association Films, Inc.
600 Madison Avenue
New York, New York 10022

Bailey Film Associates, Inc.
6509 Delong Avenue
Hollywood, California 90028

Bellman Publishing Company
Box 172
Cambridge, Massachusetts 02138

Best Foods
Division of CPC International
Creative Crafts
P.O. Box 307
Coventry, Connecticut 06238

Bowmar Publishing Corporation
622 Rodier Drive
Glendale, California 91201

Bureau of Audio-Visual Instruction
1327 University Avenue
P.O. Box 2093
Madison, Wisconsin 53701

Careers, Incorporated
P.O. Box 135
Largo, Florida 33540

Cassettes Unlimited
Roanoke, Texas 76262

Children's Press
1224 West VanBuren Street
Chicago, Illinois 60607

Chronicle Guidance Publishing
Company
Moravia, New York 13118

College Entrance Examination Board
Publications Order Office
Box 592
Princeton, New Jersey 08540

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Continental Press
1261 Broadway
New York, New York 10001

Coronet Films
65 East South Water Street
Chicago, Illinois 60601

Creative Visuals
Box 1911-8
Big Springs, Texas 79720

CCM Information Corporation
909 Third Avenue
New York, New York 10022

Curriculum Materials Corporation
1319 Vine Street
Philadelphia, Pennsylvania 19107

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Doubleday Multimedia
School and Library Division
Garden City, New York 11530

Dow Chemical Company
Specialty Products, Bulk
Literature Department
First and Waters Street
Bay City, Michigan 48706

Eastman Kodak
Audio-Visual Division
343 State Street
Rochester, New York 14650

Educational Dimension Corporation
Box 146
Great Neck, New York 11023

Educational Horizons Press
Box 751
Melville, New York 11746

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74415

Educational Reading Service
320 Route 17
Maheval, New Jersey 07430

Educational Sensory Programming
Route 1, Box 418A
Jonesboro, Arkansas 72401

Educational Testing Services
Princeton, New Jersey 08540

Edu-Craft, Incorporated
6475 DuBois
Detroit, Michigan 48200

Encyclopedia Britannica
425 North Michigan Avenue
Chicago, Illinois 60611

Eye-Gate House, Incorporated
146-01 Archer Avenue
Jamaica, New York 11435

Federal Aviation Admin.
Film Library AC-921
P.O. Box 25082
Oklahoma City, Oklahoma 73125

Ferguson, J. G. Publishing Co.
6 North Michigan Avenue
Chicago, Illinois 60602

Film Associates of California
1159 Santa Monica Boulevard
Los Angeles, California 90025

Finney Company
Minneapolis, Minnesota 55401

General Motors Corporation
Public Relations Film Library
General Motors Building
Detroit, Michigan 48202

Guidance Associates
Pleasantville, New York 10570

Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton-Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Household Finance Corporation
Money Management Institute
Prudential Plaza
Chicago, Illinois 60601

Interstate Printing and Publishing
Company
Jackson Street
Daneville, Illinois 61834

Johnson Motors
Solana Studios
4365 North 27th Street
Milwaukee, Wisconsin 53216

Kalmbach
1027 North 7th Street
Milwaukee, Wisconsin 53233

King Features
235 East 45th Street
New York, New York 10017

McGraw-Hill
330 West 42nd Street
New York, New York 10017

Modern Film Rentals
1212 Avenue of the Americas
New York, New York 10036

National Career Consultants
7027 Twin Hills Avenue
Dallas, Texas 75231

National Dairy Council
117 North Canal
Chicago, Illinois 60606

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Gallery of Art
Extension Service
Washington, D.C. 20565

National Vocational Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Newenhouse, H., Inc.
1825 Willow Road
Northbrook, Illinois 60093

Owen, F. A. Publishing Company
Dansville, New York 14437

Palmer Publications
25 West 45th Street
New York, New York 10036

Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Pennsylvania Department of Health
Film Library
Division of Public Health Education
P.O. Box 90
Harrisburg, Pennsylvania 17120

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

Popular Science Audio-Visuals
5235 Ravenswood Avenue
Chicago, Illinois 60640

Q-Ed. Prod.
P.O. Box 1608
Burbank, California 91505

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wisconsin 53210

Shakespeare Sporting Goods Division
Advertising Department
241 East Kalamazoo Avenue
Kalamazoo, Michigan 49001

Shell Oil Company
Public Relations
One Shell Plaza
Houston, Texas 77002

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Stackpole Books
Cameron and Kelker Streets
Harrisburg, Pennsylvania 17105

Sterling Films
600 Madison Avenue
New York, New York 10022

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

United States Department of Labor
Washington, D.C. 20402

United Transparencies
P.O. Box 688
Binghamton, New York 13902

Universal Publishing Company
Moravia, New York 13118

University of Minnesota
Department of Audio-Visual
Extension
2037 University Avenue, S.E.
Minneapolis, Minnesota 55455

Valient, Incorporated
237 Washington Avenue
Hackensack, New Jersey 07602

Visual Education Consultants
2066 Helena Street
Madison, Wisconsin 53701

Vocational Biographies
Sawk Center, Minnesota 56378

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Western Publishing Company
850 Third Avenue
New York, New York 10022

Wilson and Company
Public Relations Department
2233 West Street
Rivergrove, Illinois 60171

Winchester Press
460 Park Avenue
New York, New York 10022

Young Peoples Records
Children's Record Guild
100 6th Avenue
New York, New York 10022

APPENDIX J

EQUIPMENT

<u>Unit</u>	<u>Vendor & Description</u>	<u>Total Cost</u>
2	DuKane Automatic Sound Filmstrip Projector Cassette 28A11A @ \$275.00 each . .	\$ 550.00
3	Super Scope C-101 Cassette Recorder @ \$43.50 each	130.50
1	Murdock Listening Center LC-MAD-IV @ \$30.00 each	30.00
1	Murdock MAD1-1 Audio Deck (8 Headsets) @ \$90.00 each	90.00
2	Kodak Ektalite 120 Readers @ \$100.00 each	200.00
2	Bulletin Boards @ \$25.00 each	50.00
2	File Cabinets @ \$75.00 each	150.00
2	Units of Shelving @ \$51.00 each	102.00
1	Pamphlet Rack @ \$100.00 each	100.00
2	Porto-Carroll 660 Model @ \$80.00 each	160.00
1	50 x 50 Dalite Video A Lenticular Screen @ \$62.00 each	62.00
1	Bennett File Plan @ \$20.00 each	20.00
1	Lighted Viewer @ \$120.00 each	<u>120.00</u>
EQUIPMENT TOTAL		<u>\$1,764.50</u>

MATERIALS

<u>Unit</u>	<u>Vendor & Description</u>	<u>Total Cost</u>
<u>Cassette & Film Strip Sets</u>		
Guidance Associates Pleasantville, New York 10570		
1	High School Course Selection and Your Career @ \$42.00 each	\$ 42.00
1	Choosing Your Career @ \$42.00 each	42.00
1	I Wish I'd Known That Before I Went to College @ \$42.00 each	42.00
1	A Job That Goes Some Place @ \$42.00 each	42.00
1	Linking Your Job and Your Life @ \$42.00 each	42.00
1	Trouble at Work @ \$42.00 each	42.00
1	On the Job: Four Trainees @ \$42.00 each	42.00
1	Your Future Through Vocational Education @ \$42.00 each	42.00
1	You and Your College Entrance Exam @ \$42.00 each	42.00
1	An Overview of Technical Education @ \$42.00 each	42.00
1	Preparing for the Jobs of the 70's @ \$42.00 each	42.00

<u>Unit</u>	<u>Vendor & Description</u>	<u>Total Cost</u>
1	What You Should Know Before You Go To Work @ \$42.00 each	42.00
1	Your Job Interview @ \$42.00 each	42.00
1	Job Hunting: Where to Begin @ \$42.00 each	42.00
	McGraw-Hill Book Company 330 West 42nd Street New York, New York 10017	
1	Agriculture and Industry @ \$57.50 each	57.50
1	Children's World Series @ \$32.50 each	32.50
1	Community Helpers Set I @ \$41.00 each	41.00
1	Community Helpers Set II @ \$41.00 each	41.00
1	Types of Cities @ \$57.50 each	57.50
1	Systems In Our City @ \$49.50 each	49.50
1	Family Living Set II @ \$57.50 each	57.50
1	Family Living Set III @ \$57.50 each	57.50
1	School Series @ \$57.50 each	57.50
1	World of Work Set I & II @ \$110.00 each	110.00
1	World of Work Set III @ \$110.00 each	110.00
	Educational Sensory Programming Route 1, Box 418A Jonesboro, Arkansas 72401	
1	Case 1 @ \$105.84 each	105.84
1	Set of 6 Cassettes @ \$29.40 each set	29.40
1	Case 2, 3, 4 and 5 @ \$436.59	436.59
	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	
1	Occupational Exploration Kit @ \$107.00 each	107.00
1	Widening Occupational Roles @ \$170.00 each	170.00
2	Job Experience Kit @ \$130.00 each	260.00
1	Focus on Self-Development @ \$212.00 each	212.00
	Harcourt, Brace & Jovanovitch 757 Third Avenue New York, New York 10017	
1	Psychology Today Game (Set of 10) @ \$50.00 each	50.00

<u>Unit</u>	<u>Vendor & Description</u>	<u>Total Cost</u>
	Careers, Incorporated P.O. Box 135 Largo, Florida 33540	
1	Desk Top Career Kit (J.H.S.) @ \$114.50 each	114.50
	Finney Company Minneapolis, Minnesota 55401	
1	Occupational Guidance Series (5 Units) Plus Rack @ \$320.00 each	320.00
	Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	
2	Occupational Outlook Handbook @ \$5.00 each	10.00
1	Dictionary of Occupational Titles (DOT) - 3 Volumes @ \$10.00 each	30.00
	J. G. Ferguson Publishing Co. 6 North Michigan Avenue Chicago, Illinois 60602	
1	Encyclopedia of Careers @ \$10.00 each	10.00
2	Career Opportunities @ \$12.00 each	24.00
	CCM Information Corporation 909 Third Avenue New York, New York 10022	
1	College Bluebook @ \$90.00 each	90.00
	Chronicle Guidance Publishing Company Moravia, New York 13118	
1	College View Deck @ \$85.00 each	85.00
1	Occupational View Deck @ \$85.00 each	85.00
	Universal Publishing Company Moravia, New York 13118	
1	Vocational Guidance Manual Set @ \$107.00 each	107.00
	Guidance Associates Pleasantville, New York 10570	
1	Careers in Depth Series (45 books) @ \$145.00 each	145.00
	Educational Testing Services Princeton, New Jersey 08540	
30	Deciding Booklets @ \$2.00 each	60.00
	MATERIALS TOTAL	<u>\$3,710.83</u>

APPENDIX K

PENNSYLVANIA OCCUPATIONAL QUESTIONNAIRE (POQ)

DIRECTIONS: Following is a series of statements and questions about occupations and work. On your answer sheet blacken the circle for the choice which best completes the statement or answers the question.

1. Who do you think would have to do the most lifting of heavy objects?

- ☐ bank guard
- ☐ farmer
- ☐ barber
- ☐ cashier

2. Which job requires the least time in school?

- ☐ engineer
- ☐ accountant
- ☐ physician
- ☐ plumber

3. Which of these jobs has the highest starting salary?

- ☐ nurse
- ☐ waiter
- ☐ engineer
- ☐ 2nd grade teacher

VOCATIONAL DEVELOPMENT INVENTORY (VDI)

DIRECTIONS: There are a number of statements about occupational choice and work listed in this booklet. Occupational choice means the kind of job or work that you think you will probably be doing when you finish all of your schooling.

If you agree or mostly agree with the statement, use your pencil to blacken the circle in the column headed *T* on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the circle in the column headed *F* on the answer sheet.

$\frac{T}{O} \frac{F}{O}$

- ☐ ☐ 1. Once you choose a job, you cannot choose another one.
- ☐ ☐ 2. In order to choose a job, you need to know what kind of person you are.
- ☐ ☐ 3. I plan to follow the line of work my parents suggest.

THINK ABOUT THE CAREER RESOURCE CENTER

DIRECTIONS: With the following, first read the phrase, "Think About the Career Resource Center," then glance down at each pair of words. Mark your response on Side 2 of the answer sheet. Move to the next set and do the same. Please answer every item.

	Very	Quite	Somewhat	Neither or Both	Somewhat	Quite	Very	
1. Unworthy	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Worthy
2. Unrewarding	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Rewarding
3. Unsatisfactory	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Satisfactory

THINK ABOUT THE GUIDANCE PROGRAM

DIRECTIONS: With the following, first read the phrase, "Think About the Guidance Program," then glance down at each pair of words. Mark your response on Side 2 of the answer sheet. Move to the next set and do the same. Please answer every item.

	Very	Quite	Somewhat	Neither or Both	Somewhat	Quite	Very	
1. Unessential	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Essential
2. Harmful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Helpful
3. Meaningless	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Meaningful

CAREER RESOURCE CENTER EVALUATION FORM

- Have you used the Career Resource Center? Yes _____ No _____
If Yes, how many times? _____
- Did you find the materials accessible and organized? Yes _____ No _____ Sometimes _____
- Did you find the equipment in good working condition? Yes _____ No _____ Sometimes _____
- Did you find the materials up-to-date? Yes _____ No _____ Sometimes _____
- Did you find the information you needed? Yes _____ No _____ Sometimes _____
If No, was there an attempt made to obtain the information? Yes _____ No _____ Sometimes _____
- Check the ones that seem to be the most useful to you in making career decisions. (Each center make a list.)

CRC EQUIPMENT AND MATERIALS RATING FORM

<u>Item</u>	<u>Usage*</u> <u>H A L N A</u>	<u>Cost</u>	<u>Comments</u>
1. Tape Recorder	X	\$100 & Up	Low maintenance, easy to operate and inexpensive.
2. Film Strip Projector	X	\$80 & Up	Most popular piece of equipment in the CRC.